

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

| | |
|-----------|-----------------------------------|
| 16 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 5 | High schools |
| 0 | K-12 schools |
| 23 | TOTAL |

2. District Per Pupil Expenditure: 12933

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---------------------------------------|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | 6 | 38 | 32 | 70 |
| K | 34 | 23 | 57 | 7 | 31 | 46 | 77 |
| 1 | 28 | 34 | 62 | 8 | 35 | 31 | 66 |
| 2 | 30 | 35 | 65 | 9 | 0 | 0 | 0 |
| 3 | 31 | 29 | 60 | 10 | 0 | 0 | 0 |
| 4 | 38 | 31 | 69 | 11 | 0 | 0 | 0 |
| 5 | 29 | 30 | 59 | 12 | 0 | 0 | 0 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 585 |

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 346

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 51

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>35</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>30</u> | <u>0</u> |
| Special resource teachers/specialists | <u>8</u> | <u>3</u> |
| Paraprofessionals | <u>5</u> | <u>0</u> |
| Support staff | <u>12</u> | <u>0</u> |
| Total number | <u>57</u> | <u>3</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 97% | 96% | 96% |
| Daily teacher attendance | 98% | 98% | 98% | 98% | 98% |
| Teacher turnover rate | 2% | 3% | 6% | 6% | 3% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | | |
|--|-------------------|---|
| Graduating class size | <u>0</u> | |
| Enrolled in a 4-year college or university | <u>0</u> | % |
| Enrolled in a community college | <u>0</u> | % |
| Enrolled in vocational training | <u>0</u> | % |
| Found employment | <u>0</u> | % |
| Military service | <u>0</u> | % |
| Other (travel, staying home, etc.) | <u>0</u> | % |
| Unknown | <u>0</u> | % |
| Total | <u> </u> | % |

PART III - SUMMARY

Harding School is a unique and special place. Its vision of “excellence for all” ensures that all students attain the highest possible levels of achievement and overall growth. We at Harding believe that it is our job to not only grow student achievement but to grow the whole child. Our world-class academic programs are partnered with strong arts infusion and strong student support programs to maximize student growth and success.

Our school is located in a city which has the highest poverty rate in the state of Pennsylvania. The poverty rate in our city is 25%, and the unemployment rate is 9.8%. In our school, 59% of students receive free and reduced lunch. The racial diversity of our school mirrors that of our community. We have four excellent universities either in the city limits or within a few miles of Erie that support our students and community. Education is a large part of Erie’s tradition and heritage, and it is a city that prides itself on having a well-prepared, well-rounded population and work force. This allows our schools to have a prominent position in our community, and we enjoy widespread support for our programs.

Harding is one of twenty-three schools in the School District City of Erie. Our district was named The Top Overachieving District in Pennsylvania, indicating that we do an outstanding job educating our urban learners despite the issues that often make it challenging for those learners to succeed. Ours is one of two elementary schools in the district to contain an Honors Academy, which functions as a part of our larger, neighborhood school environment. The Harding Honors Academy provides an enhanced, accelerated academic curriculum for those students in the Erie School District who demonstrate high academic achievement. Enrollment is open to any district student who meets the criteria for the program. The Harding Honors Academy has been in place for five years and has provided a challenging educational alternative for those students who need it. The presence of the Honors Academy has helped to shape an overall school culture that is focused on pride and excellence for all learners.

Harding also has a strong arts infusion program. The visual and performing arts are intertwined throughout our academic and extra-curricular programs. Our students write and produce an original opera each year, and it has become a proud tradition for both our school and our district. We are one of only six schools in the state of Pennsylvania selected to participate in the pilot program titled TAP, which stands for Teacher Artist Partnership. This program is intended to create a model for teachers and artists to work collaboratively to combine artistic and academic concepts in the classroom. We are proud to be able to participate in this program and have seen great success with our teacher/artist team.

Harding’s history of success includes many accomplishments and awards. Our seventh and eighth grade students participate in PSAT and SAT testing and many achieve scores equal to or greater than those of our high school students. Our students participate in the annual Pennsylvania Junior Academy of Science competition and receive more first place awards than any school in the district, and often more than any school in Erie County. Students have won essay contests, participated in national fitness programs, created award-winning sleds from recycled materials, piloted a student leadership program, and represented our district in state-wide academic competitions. A larger percentage of our students are accepted into Collegiate Academy, a district high school ranked second in the state of Pennsylvania, than any other school in Erie. Harding School continues to grow and evolve as we look for even more opportunities to reach our learners and involve our community in the work of educating students. We are proud of our accomplishments and know that our school is a special place for kids.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment data for Harding School is taken from the Pennsylvania State System of School Assessment (PSSA). PSSA is administered annually to all students in grades three through eight. As a school serving students in kindergarten through eighth grade, we administer assessments to students in six grade levels each year. Reading and mathematics tests are administered to all students in grades three through eight. A writing test is administered to students in grades five and eight, and a science test is administered to students in grades four and eight. Students are tested in the spring of each school year, usually in March or April, and scores are reported to each school and district in the summer, usually in July. Pennsylvania reports student performance on this assessment as advanced, proficient, basic, and below basic. Those who score proficient or advanced are considered to have met the grade level standards for the content area tested. Test results for our school are available on the Pennsylvania Department of Education website, referenced below.

http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_system_of_school_assessment_%28pssa%29/8757

Harding School has traditionally achieved at high levels on PSSA reading and mathematics. For this reason, we have always achieved adequate yearly progress (AYP) as measured by No Child Left Behind. Our school has consistently performed well above the required achievement levels set forth by the state, which have become more and more stringent as we approach 2014. For the 2008-2009 school year, Pennsylvania required that 56% of students be proficient or advanced in mathematics and that 63% of students be proficient or advanced in reading. In 2009, 94% of our students scored proficient or advanced in mathematics with 75% of those students scoring at the advanced level. In reading for 2009, 87% of our students scored proficient or advanced, with 54% scoring at the advanced level. Proficiency levels have tended to vary a bit from one year to the next at each grade level as different groups of students moved through; however, our overall proficiency levels have remained consistently high. Some issues with an achievement gap have arisen, and we have taken steps to narrow those gaps, especially in the current school year with our expanded honors program.

PSSA data is also evaluated using the Pennsylvania Value Added Assessment System (PVAAS) system. This allows us to track a cohort of students or individual students as they progress from one grade to the next. Additionally, student achievement is tracked through the use of DIBELS and 4-Sight Testing. These assessments are given three to four times during the school year and allow us to measure gains in learning over time for our students. All of these measures allow us to ensure that our students are growing and learning each year. While it is important to us that we meet high proficiency standards, it's equally important that we grow the achievement of all of our learners, including those who are already achieving at proficient and advanced levels. An analysis of our test data shows that we have a significant number of students who perform at that advanced level on PSSA each year. For example, an examination of math scores at the sixth grade level shows an increase from 38% advanced in 2006 to 83% advanced in 2009. Another example can be found in eighth grade reading. In 2006, 44% of our eighth graders scored advanced in reading, and by 2009 that percentage had grown to 82% advanced. We not only seek to improve these percentages for all subgroups, but we seek to maximize the learning of those students each year. While some years do show declines in scores, overall our school maintains high achievement levels. Our vision of excellence for all compels us to constantly strive to reach even higher levels of student performance.

2. Using Assessment Results:

Data-driven decision making drives classroom instruction at Harding School. With over 350 students taking the Pennsylvania State System of School Assessment(PSSA) in both reading and math each year, our staff

works closely with the results to improve instruction and student engagement. In addition, students in kindergarten through second grade take the DIBELS test three times throughout the school year. This assessment gives an accurate gauge of how students are performing at different points throughout the year on specific grade level skills in reading. At the third through eighth grade level, the 4Sight test is administered four times throughout the school year. The aim of this test, like the DIBELS, is to measure growth at grade level in regards to specific skills in math and reading. When these results become available, grade levels meet in a Professional Learning Community (PLC) to review the results. The goal of these meetings is to address specific gaps in student achievement as a team and to be intentional in our teaching to move students to proficiency and beyond. The administration and staff also collaborate when examining the growth of our students using the Pennsylvania Value Added Assessment System (PVAAS) data. Trends in student growth are shared with the staff, which enables us to address areas of our curriculum and instruction that are working and areas that need improvement. Teachers at Harding have also created authentic assessments within their particular grade level and/or discipline that provide strong insight as to what a student understands about a particular topic. These assessments are then shared at PLC meetings and/or faculty meetings to help our staff grow in their teaching as well as help our students grow in their learning. Data will continue to drive instruction as we continue to examine ways to improve teaching and learning among all our students.

3. Communicating Assessment Results:

Traditionally, schools communicate student performance to parents through progress reports and report cards that are distributed four times a year. Although that has not changed at Harding School, we have recently launched the “Parent Portal” on our district’s computerized system, Infinite Campus. Parents will now have the opportunity to check on their child’s grades and attendance from any computer at any time of the day or night. Through a log in and password, parents and students can review the day’s assignments in any subject and check the night’s homework together. In addition, all students in grades first through eighth were evaluated against Harding’s Honors Program criteria at the end of the 2008-2009 school year and again in January of 2010. This process was designed and polished by a committee of staff and administration. Using standardized tests, grades, writing samples, and teacher recommendations, each student was recommended for either honors or enrichment. This process was communicated to parents through letters and conversations. Throughout the process, parents and students were kept abreast of their performance in the classroom. Each year every school in Pennsylvania has their PSSA data in math and reading released to the public. The community is informed by the local media on how each school performed. At Harding, we incorporate our PSSA results into faculty meetings, parent newsletters, and student announcements. More specific to each student in grades three through eight, each parent receives a specialized report on how their son or daughter performed on both the reading and math portion of the PSSA. This multiple page document explains the scoring system as well as how their son or daughter performed on different skills that make up the math and reading PSSA. Communication between the school and families as well as the community about student performance can help breed success for all the students in the classroom.

4. Sharing Success:

We are proud of our history of success here at Harding School, and we take many opportunities to share this success with our district and with our community. Our first point of contact when sharing good news is our superintendent’s office. We have enjoyed significant support from our superintendent, Dr. James Barker, and from his dedicated staff in spreading the word about Harding’s unique accomplishments. Academic success is shared in administrative meetings, through memos, and in the media. The Harding Opera is a much-anticipated event, and our audience consists of our board of directors, central administration, guests from other schools, and our Harding family. Acts of kindness and charity are documented in the media and in our school newsletter. On a smaller scale, we include daily announcements about accomplishments by our students, staff, and families, as well as recognize students who are the “Good Kid of the Day” or “Part of the Solution.” We strive to recognize success in a variety of aspects of our students’ lives, in keeping with our mission of growing the whole child and truly recognizing the unique gifts each of us brings to our school.

Recognition as a Blue Ribbon School would be a crowning achievement for our school and for our district, and this accomplishment would be shared in a variety of ways. An assembly will be held for our students and again for our families to share the true meaning of the award and to thank all of those stakeholders who have shared in the life of Harding School. Our district will also publicize the award through the media and through our internal communications. Designation as a Blue Ribbon School will be added to school letterhead, correspondence, signs, and our website. So many have worked so hard to make Harding School the special place it is today, and all of those folks deserve to know that their efforts have resulted in this recognition. We are pleased to be considered and look forward to sharing the good news of our success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Harding School is focused on the creation of global, life-long learners. We hold high expectations for all students and provide a variety of instructional delivery systems based on the needs of students so that all may access world-class standards. A focus on Pennsylvania State Standards and 21st Century skills allows our students to be well-prepared to take advantage of any option they choose once they graduate from our school.

Students at Harding, whether they are placed in our honors class or in our enrichment class, all follow essentially the same curriculum, but the instructional approach differs in order to provide additional support for those learners who need it. All instruction focuses on research-based, best practices and is driven by formative and summative assessment results. We select learning experiences very carefully based on the ever-changing needs of our learners. This student-based, research-based, data-driven approach to instruction has resulted in high levels of achievement for all learners.

Language arts instruction is based on the Four-Block literacy framework and makes use of a variety of text materials, including the Harcourt reading series, trade books, periodicals, and web-based resources. Students engage in the art of speaking, listening, reading, and writing daily. Mandarin instruction for all honors students in first through eighth grade supports our language arts program. Mathematics study focuses on a balance of inquiry and direct instruction so that students are able to actively construct knowledge while still attaining the breadth of knowledge needed to be successful as content becomes more complex. A recent change to Everyday Mathematics for grades K-5 and Connected Mathematics II for grades 6 – 8 supports this balanced approach to math instruction. Students study science using a similarly balanced approach. Science curriculum for grades K – 8 is centered on science “modules,” all-inclusive kits that contain the materials needed to complete a unit of study. Sequencing of these units is carefully planned so that all students will meet the standards set forth by the state of Pennsylvania for science learning. Students engage in the real work of science while reflecting upon and writing about their observations, hypotheses, and conclusions. Social studies instruction also follows the Pennsylvania standards, engaging students in the study of geography, economics, history, and civics. An emphasis on connections between concepts allows students to be critical thinkers as they examine the story of humanity and consider our future as a citizenry.

Instruction in these core curricular areas is enhanced by inclusion of the arts. Students receive weekly instruction in music, art, physical education, technology, and library science. In addition to these weekly classes, the arts are infused throughout our classroom instruction. Teachers seek to make connections to the arts whenever possible as we strive to help students access, understand, and apply content learned in core classes.

Learning is supported through the use of technology as well as through partnerships with local community organizations and employers. Promethian Boards, document cameras, laptops, and multi-media centers are just a few of the tools used by teachers and students to deliver instruction and to create projects. Community organizations such as Junior Achievement, the Arts Council of Erie, and the Erie Otters hockey team work with our students and teachers to support curriculum. Employers in our area, including GE Transportation, LORD Corporation, and Scott Enterprises, provide opportunities for our students to learn how their current work in elementary school is connected to their future work as adults. At Harding, we are always looking for new ways to enhance the learning experience of our students, and this approach has proven to be very successful for our school.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading program in place at Harding School and in the School District City of Erie is a balanced literacy program. Patricia Cunningham's 4-Block Literacy framework forms the backbone of our instruction. This includes the Building Blocks framework for kindergarten and Big Blocks framework for our older students. Writing, working with words (phonics and word attack skills), self-selected reading (including reading aloud to all students), and guided reading form the foundation of our language arts program. Our literacy framework allows teachers to provide a well-balanced program that is able to be differentiated as needed to meet the needs of all learners.

The writing block consists of a mini-lesson which is based on an analysis of student work followed by a writing workshop. During this writing time, students work at various points in the writing process while the teacher conferences with individual students to guide learning. Students also share their pieces with one another or publish for a wider audience. The working with words block focuses on phonics and decoding for all learners. The content of this block changes as students move through the grade levels, beginning with phonics and ending with decoding of larger words. Self-selected reading provides students with an opportunity to read independently from a variety of materials, all at the student's independent reading level. Vocabulary and fluency are the focus of this block. It includes time for the teacher to read aloud to demonstrate good fluency, expression, and pacing, while providing exposure to a variety of genres. The block also includes time for students to share what they are reading with their classmates and with their teacher (individual student conference time). The guided reading block has comprehension skills at its center. This whole group, focused instruction allows students to learn and practice the habits of "good readers." Our daily literacy instruction is supported by a variety of technology-based tools, such as A – Z reading and Accelerated Reader. Students receive instruction in each of the "4 blocks" daily to ensure a well-rounded foundation in literacy.

3. Additional Curriculum Area:

The study of mathematics plays an integral part of the mission and vision of Harding School. It is a curricular area that allows us to truly demonstrate excellence for all. Our students traditionally achieve at extremely high levels in mathematics; in fact, our PSSA scores were the highest in the School District City of Erie last year. This success is due in large part to the strength of our staff, our programs, and our classroom strategies. Our teachers work together as professional learning communities to closely monitor student progress. Formative assessments are examined often and instruction is adjusted accordingly to ensure the success of all students. Our students in kindergarten through second grade use the Everyday Mathematics program developed by the University of Chicago Mathematics Project. This program's implementation will be extended to grades three through five during the 2010-2011 school year. Connected Mathematics II was implemented in grades six through eight this year as well. While our programs have changed, our approach to instruction remains the same. Our teachers always found ways to balance inquiry with direct instruction, even with a traditional math series. Our students engage daily in standards-based direct instruction, mathematical problem solving, communication in the language of mathematics, and spiral review of previously learned concepts. Students are provided with multiple opportunities to think and communicate as mathematicians as they construct knowledge and apply their learning to real world projects and problems. All of our eighth grade students take Algebra I, and most are able to pass high school placement exams that allow them to advance directly to Geometry during their ninth grade year. In fact, we currently have two eighth grade students taking Geometry at Collegiate Academy, a district high school that is ranked second in the state. Our balanced, student-centered approach to mathematics has resulted in excellent results for our learners and supports our vision of excellence for all.

4. Instructional Methods:

Students at Harding, whether they are placed in our enrichment class or in our honors class, all follow the same curriculum and are held to the same high standards, but our instructional approach differs in order to meet the needs of the learners in each classroom. Our enrichment classes follow an accelerated learning model, which focuses on preparing students prior to the teaching of new concepts, thus reducing the need for remediation after instruction has been delivered. It also affords the opportunity for students to be actively involved in their learning, both physically and mentally. The structure of lessons and units is made explicit to students, and they are also instructed in the basics of brain research as they relate to learning. Heavy emphasis is placed on delivering instruction in a variety of ways; tactile, kinesthetic, visual, and auditory learning are utilized daily so that all learners have the opportunity to access content and develop flexibility in thinking and in using information. Our honors classes provide challenging projects and extended study of concepts, allowing our students the opportunity to maximize connections between theory and application. Students have ample opportunity to work in teams as they solve problems, prepare presentations, and apply their knowledge. The content coverage in these classes moves at a fast pace and is integrated into thematic units, allowing for students to make connections between concepts and to draw conclusions about what is learned. All instruction, whether it is delivered in an enrichment class or an honors class, focuses on research-based best practices and is driven by formative and summative assessment results. We select learning experiences very carefully based on the ever-changing needs of our learners. This student-based, research-based, data-driven approach to instruction has resulted in high levels of achievement for all learners.

5. Professional Development:

Professional development for our staff consists of district and school wide initiatives. The School District City of Erie provides in-services and trainings throughout the school year. Our partnership with General Electric has provided the staff with a new math and science curriculum in the K-8 continuum as well as a coaching initiative in math, science, and literacy. The Everyday Math used in grades K-5 and the CMP2 math curriculum used in grades 6-8 has been married to various trainings for staff throughout the district. In addition, our science curriculum has been heavily laden with staff trainings to ensure consistency in the teaching of the module units. Our staff is encouraged to utilize the coaches assigned to each building with the new math and science curricula as well as in the literacy realm as part of growing their profession.

In response to our student achievement data, the administration and staff at Harding has worked collaboratively to focus professional development during the past two years on reading and writing across the curriculum, varying our teaching strategies to reach all learners, and creating a safe and secure environment within the classroom. We have been focused on creating professional development opportunities surrounding these topics. In turn, we have developed a walk-through form that provides each teacher and our staff as a whole with timely, specific feedback on the three areas outlined above. Our staff has also discussed ideas on how to scaffold and pre-teach material and has spent additional time examining how to co-teach flexible and cooperative learning groups based on the most current achievement data available. As our district continues to provide professional development on the new initiatives in the district, the administration and staff at Harding will continue to work together to capitalize on the unique needs of its' students and staff.

6. School Leadership:

Leadership at Harding School is collaborative and is distributed among administration, staff, students, and parents. The school's vision and mission are clearly defined and communicated to the staff and students, and this vision was created with input from important stakeholder groups. Decisions are made with the input of those groups who are impacted, thereby creating a culture that is responsive, positive, and focused on students. At the center of this culture is the principal whose approach puts the students first. The principal engages the faculty and staff in Professional Learning Communities (PLC) where grade level teams take ownership of the curriculum and instruction, student performance, and school culture. Various committees

have been formed and meet monthly to ensure that the programs and policies that govern the school and district are being addressed. Our School Improvement Team addresses the specifics of closing the achievement gap among groups of students and school safety. Our Arts Infusion Committee attends to our school's need to incorporate the arts throughout the curriculum, not only in the day to day classroom settings but student performances as well. An example is the Harding Opera, which is overseen by the entire staff who feel a collective responsibility to fully develop each student academically, emotionally, and artistically. Our student council has an active voice in the community of learners at Harding, and their impact is felt in activities such as fund-raising for community organizations and community-building activities here at school. Our PTO takes an active role in nourishing the family-oriented culture of Harding School, and its board meets monthly with staff and administration to further bring the mission of "excellence for all" to life. It is because of the distributed leadership in the building that each student is fully developed and prepared to make the next step in their lives as students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 89 | 93 | 96 | 98 | 93 |
| % Advanced | 63 | 63 | 64 | 79 | 76 |
| Number of students tested | 56 | 60 | 56 | 57 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 83 | 85 | 94 | 97 | 89 |
| % Advanced | 46 | 56 | 66 | 74 | 69 |
| Number of students tested | 24 | 27 | 32 | 34 | 36 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 85 | 83 | 100 | 79 |
| % Advanced | | 54 | 50 | 77 | 57 |
| Number of students tested | | 13 | 12 | 13 | 14 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 85 | 96 | 100 | 100 | 97 |
| % Advanced | 69 | 65 | 68 | 83 | 85 |
| Number of students tested | 39 | 46 | 40 | 41 | 39 |

Notes:

Subject: Reading

Grade: 3 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 80 | 88 | 89 | 92 | 87 |
| % Advanced | 36 | 33 | 34 | 39 | 46 |
| Number of students tested | 56 | 60 | 56 | 57 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 75 | 85 | 84 | 85 | 80 |
| % Advanced | 13 | 15 | 22 | 24 | 36 |
| Number of students tested | 24 | 27 | 32 | 34 | 36 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 77 | 75 | 77 | 79 |
| % Advanced | | 0 | 0 | 8 | 43 |
| Number of students tested | | 13 | 12 | 13 | 14 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 80 | 91 | 83 | 98 | 92 |
| % Advanced | 44 | 41 | 43 | 50 | 54 |
| Number of students tested | 39 | 46 | 40 | 41 | 39 |

Notes:

Subject: Mathematics

Grade: 4 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 95 | 96 | 97 | 98 | |
| % Advanced | 68 | 69 | 68 | 72 | |
| Number of students tested | 59 | 55 | 60 | 57 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 90 | 96 | 97 | 97 | |
| % Advanced | 52 | 68 | 59 | 65 | |
| Number of students tested | 29 | 22 | 29 | 37 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 80 | 90 | 92 | 93 | |
| % Advanced | 10 | 40 | 58 | 43 | |
| Number of students tested | 10 | 10 | 12 | 14 | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 98 | 98 | 98 | 100 | |
| % Advanced | 81 | 76 | 74 | 87 | |
| Number of students tested | 42 | 42 | 46 | 39 | |

Notes:

Fourth grade test results were not reported for the 2004-2005 school year.

Subject: Reading

Grade: 4 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 86 | 89 | 93 | 93 | |
| % Advanced | 51 | 56 | 48 | 46 | |
| Number of students tested | 59 | 55 | 60 | 57 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 76 | 86 | 93 | 89 | |
| % Advanced | 23 | 41 | 38 | 38 | |
| Number of students tested | 29 | 22 | 29 | 37 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 60 | 80 | 92 | 79 | |
| % Advanced | 20 | 10 | 17 | 43 | |
| Number of students tested | 10 | 10 | 12 | 14 | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 91 | 91 | 94 | 98 | |
| % Advanced | 55 | 67 | 57 | 51 | |
| Number of students tested | 42 | 42 | 46 | 39 | |

Notes:

Fourth grade test results were not reported for the 2004-2005 school year.

Subject: Mathematics

Grade: 5 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 91 | 98 | 95 | 98 | 84 |
| % Advanced | 74 | 88 | 86 | 78 | 55 |
| Number of students tested | 57 | 59 | 57 | 54 | 51 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 86 | 100 | 94 | 92 | 83 |
| % Advanced | 68 | 78 | 79 | 72 | 53 |
| Number of students tested | 28 | 27 | 34 | 36 | 40 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 100 | 92 | 100 | 77 |
| % Advanced | | 82 | 83 | 69 | 46 |
| Number of students tested | | 11 | 12 | 13 | 13 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 95 | 98 | 95 | 100 | 86 |
| % Advanced | 74 | 89 | 93 | 84 | 89 |
| Number of students tested | 39 | 45 | 40 | 37 | 29 |

Notes:

Subject: Reading

Grade: 5 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 81 | 88 | 91 | 89 | 57 |
| % Advanced | 26 | 53 | 46 | 54 | 24 |
| Number of students tested | 57 | 59 | 57 | 54 | 51 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 79 | 78 | 88 | 86 | 58 |
| % Advanced | 25 | 41 | 32 | 39 | 23 |
| Number of students tested | 28 | 27 | 34 | 36 | 40 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 73 | 92 | 69 | 62 |
| % Advanced | | 36 | 50 | 31 | 23 |
| Number of students tested | | 11 | 12 | 13 | 13 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 82 | 91 | 90 | 97 | 55 |
| % Advanced | 31 | 56 | 50 | 65 | 21 |
| Number of students tested | 39 | 45 | 40 | 37 | 29 |

Notes:

Subject: Mathematics

Grade: 6 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 94 | 95 | 93 | 80 | |
| % Advanced | 83 | 82 | 70 | 45 | |
| Number of students tested | 63 | 59 | 60 | 60 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 86 | 97 | 92 | 77 | |
| % Advanced | 64 | 79 | 60 | 37 | |
| Number of students tested | 28 | 33 | 37 | 43 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 100 | 87 | 73 | |
| % Advanced | | 83 | 59 | 27 | |
| Number of students tested | | 12 | 17 | 15 | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 100 | 93 | 95 | 86 | |
| % Advanced | 91 | 84 | 77 | 56 | |
| Number of students tested | 45 | 43 | 39 | 36 | |

Notes:

Subject: Reading

Grade: 6 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 86 | 88 | 85 | 73 | |
| % Advanced | 59 | 53 | 57 | 40 | |
| Number of students tested | 63 | 59 | 60 | 60 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 68 | 85 | 81 | 72 | |
| % Advanced | 32 | 52 | 43 | 37 | |
| Number of students tested | 28 | 33 | 37 | 43 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 92 | 71 | 73 | |
| % Advanced | | 58 | 47 | 20 | |
| Number of students tested | | 12 | 17 | 15 | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 96 | 91 | 92 | 70 | |
| % Advanced | 71 | 56 | 62 | 50 | |
| Number of students tested | 45 | 43 | 39 | 36 | |

Notes:

Sixth grade test results were not reported for the 2004-2005 school year.

Subject: Mathematics

Grade: 7 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 89 | 84 | 87 | 86 | |
| % Advanced | 68 | 64 | 57 | 62 | |
| Number of students tested | 66 | 63 | 62 | 75 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 88 | 80 | 85 | 80 | |
| % Advanced | 63 | 47 | 48 | 53 | |
| Number of students tested | 41 | 34 | 40 | 45 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 100 | 75 | 92 | 68 | |
| % Advanced | 82 | 50 | 42 | 48 | |
| Number of students tested | 11 | 20 | 12 | 24 | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 87 | 90 | 88 | 95 | |
| % Advanced | 64 | 71 | 64 | 65 | |
| Number of students tested | 47 | 38 | 42 | 43 | |

Notes:

Subject: Reading

Grade: 7 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 88 | 84 | 77 | 77 | |
| % Advanced | 65 | 49 | 39 | 49 | |
| Number of students tested | 66 | 63 | 62 | 75 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 83 | 82 | 73 | 69 | |
| % Advanced | 59 | 24 | 30 | 36 | |
| Number of students tested | 41 | 34 | 40 | 45 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 82 | 75 | 75 | 67 | |
| % Advanced | 73 | 40 | 8 | 25 | |
| Number of students tested | 11 | 20 | 12 | 24 | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 87 | 90 | 79 | 87 | |
| % Advanced | 60 | 58 | 52 | 61 | |
| Number of students tested | 47 | 38 | 42 | 43 | |

Notes:

Seventh grade test results were not reported for the 2004-2005 school year.

Subject: Mathematics

Grade: 8 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 95 | 90 | 97 | 88 | 68 |
| % Advanced | 82 | 60 | 87 | 68 | 44 |
| Number of students tested | 60 | 60 | 68 | 69 | 66 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 93 | 92 | 97 | 85 | 59 |
| % Advanced | 73 | 63 | 91 | 60 | 37 |
| Number of students tested | 30 | 35 | 35 | 40 | 41 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 100 | 100 | 88 | 43 |
| % Advanced | | 50 | 84 | 63 | 29 |
| Number of students tested | | 12 | 19 | 16 | 21 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 92 | 88 | 95 | 91 | 80 |
| % Advanced | 84 | 62 | 86 | 76 | 55 |
| Number of students tested | 37 | 42 | 42 | 45 | 40 |

Notes:

Subject: Reading

Grade: 8 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-06-07-08-09 Publisher: Pennsylvania Department of Education

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Apr | Apr | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 97 | 92 | 94 | 84 | 71 |
| % Advanced | 83 | 55 | 69 | 49 | 38 |
| Number of students tested | 60 | 60 | 68 | 69 | 66 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 93 | 91 | 91 | 83 | 61 |
| % Advanced | 77 | 51 | 60 | 35 | 32 |
| Number of students tested | 30 | 35 | 35 | 40 | 41 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | 92 | 89 | 88 | 57 |
| % Advanced | | 25 | 37 | 31 | 24 |
| Number of students tested | | 12 | 19 | 16 | 21 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| White Students | 95 | 91 | 95 | 87 | 80 |
| % Advanced | 84 | 64 | 79 | 58 | 48 |
| Number of students tested | 37 | 42 | 42 | 45 | 40 |

Notes: